TRANSFORMING INSTRUCTION TO
INCREASE ELL STUDENT ACHIEVEMENT

Training Session
for
Curriculum Directors

December 2, 2008
Salt Lake City, Utah

The Global Institute for Language and
Literacy Development, LLC

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A Blueprint for Success®

The WHY, WHAT and HOW
of
Educational Systems Transformation
to
Increase Academic Achievement of ELLs

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WHY . . .

Legal Framework = Policy

1974: Supreme Court Case Lau v Nichols: Language may not be a barrier to academic content knowledge.

2002: Reauthorization of the Elementary and Secondary Education Act (ESEA): Title I and Title III Accountability for ELL students.

2002: Title III No Child Left Behind Act: Ensure all "limited English proficient" students acquire the English language and reach the same high academic goals.

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The WHAT . . . .

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GILD's Instructional & System Reform Blueprint

1. Application of the essential components of language development and its interplay with language acquisition to make the content of English language arts, mathematics and science comprehensible to ELLs.
2. Implementation of English language proficiency (ELP) standards that are aligned to academic content standards and to the academic achievement targets.
3. Implementation of an English language proficiency assessment that is aligned to the ELP Standards.
4. Implementation of a state content assessment that is aligned to the required academic content standards.

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GILD's Instructional & System Reform Blueprint (cont'd)

5. Implementation with fidelity of an instructional approach and delivery model that integrates language development and acquisition within the framework of both ELP standards and academic content standards.
6. Consistent and continuous modification of instruction that addresses different levels of English language proficiency to assess the mastery of the English language and the core academic areas.
7. Application of local curriculum that is aligned to standards, including use of grade level instructional materials aligned to ELP and academic content standards.

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GILD's Instructional & System Reform Blueprint (cont'd)

8. Continuous professional development and state, district and school resources aligned to the ELP and academic content standards.
9. Application of an accountability system informed by data to determine "making progress" and attainment of English language proficiency, and mastery of academic content.
10. Development & implementation of a comprehensive plan to institutionalize instructional reform through collaboration and leadership.

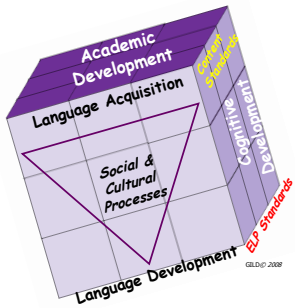The Global Institute for Language & Literacy Development, LLC.

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The Blueprint . . . . . .

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The HOW . . . . .

- Using the Knowledge of Levels of Language and the Components of Oral Language (Form, Content & Use) to provide ELLs' access to content.
- Selecting core grade level indicators and corresponding ELP expectations to develop instructional plans.
- Using the most recent ELP assessment results to focus instructional activities for ELLs not making progress or meeting the state targets for Annual Measurable Achievement Objectives. (AMAO 1 & 2)
- Using the most recent content assessment results to drive instructional focus for ELLs not meeting state academic achievement targets in reading/language arts, mathematics, and science. (AMAO 3)

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The HOW . . . . . (cont'd)

- Developing a comprehensive plan to implement an instructional model based on selected or required state and/or district criteria .
- Developing an instructional plan that addresses each level of English language proficiency and targets different ways to measure ELLs' demonstration of mastery.
- Using locally-mandated curriculum to develop an instructional plan that incorporates components of language development and language acquisition and is aligned to ELP and academic content standards to ensure mastery.
- Using existing school and district resources to support ongoing instructional change.

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The HOW . . . . . (cont'd)

- Using a data analysis model to determine ELLs' mastery of the English language and content in reading/language arts, mathematics and science.
- Implementing the required components for instructional reform identified in the "Blueprint for Success®"

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How Standards-Based Education Drives Academic Achievement for ELLs

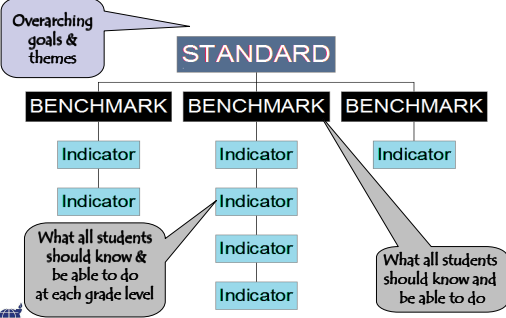The Global Institute for Language & Literacy Development, LLC.

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Academic Content Standards Framework

Overarching goals & themes

STANDARD

BENCHMARK | BENCHMARK | BENCHMARK

Indicator | Indicator | Indicator

Indicator | Indicator

Indicator

Indicator

What all students should know & be able to do at each grade level

What all students should know and be able to do

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ELP Standards Framework

The language domain and broad statement of what an ELL is expected to understand

STANDARD

...RK | BENCHMARK | BENCHMARK

Expectation | Expectation | Expectation

Expectation | Expectation | Expectation

Expectation

Expectation

The minimum academic path necessary to achieve proficiency for each language domain

The skill level at which the ELL can access the core curriculum for each language domain

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Intended Learning Outcome: (5) Use the Skills, Strategies, and Processes of Reading

Utah's Language Arts (Grades 7 – 12)

Reading

Writing

Inquiry
Research
Oral Presentation

(1) Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

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Utah's ELP Standards (Grades 7 – 12)

Reading:
Comprehend and interpret concepts from text

Writing:
Compose and communicate ideas through writing

Speaking:
Formulate ideas and communicate ideas effectively to others

Listening:
Comprehend and interpret the spoken language of others

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HOW Standards-Based Education Drives Academic Achievement for ELLs

- Provides the conditions under which ELLs develop the language skills.
- Provides a means by which ELL progress towards mastery of English language proficiency may be measured.
- Indicates the skill level where ELLs access content instruction.
- Provides the roadmap by which ELLs attain grade level academic proficiency.

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**Essential Components of Language Development &
The Interplay with Language Acquisition**

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Essential Components of Language Development

- **Phonemic/Phonological Awareness**
  - Perceiving, sequencing sounds in words for learning oral vocabulary, decoding, and spelling
  - Pronunciation of words in English for communication and for reading and spelling – the physical pronunciation facilitates phonological imprinting and retention of words in internal dictionary
- **Vocabulary & Semantics**
  - Understanding and using social and academic vocabulary
  - Understanding and using associated words, synonyms, antonyms, overall flexibility of word meaning
- **Grammar & Syntax**
  - Understanding of basic sentence structure and elaborated sentences using adjectives, predicate expanders, compound and complex sentences for social communication, for reading comprehension, and for writing

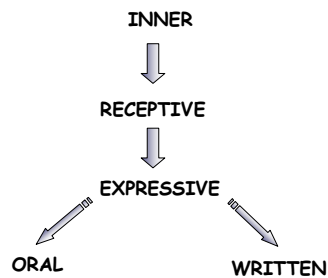The Global Institute for Language & Literacy Development, LLC.

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Levels of Language Knowledge

INNER

⬇

RECEPTIVE

⬇

EXPRESSIVE

↙   ↘

ORAL   **WRITTEN**

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Components of Oral Language

The components of language that follow a rule system such as syntax and grammar and the sequences of sounds within a language

CONTENT

Any component of language that carries meaning such as vocabulary or discourse

FORM   **USE**

Refers to pragmatic language functions or how language is used as a social tool

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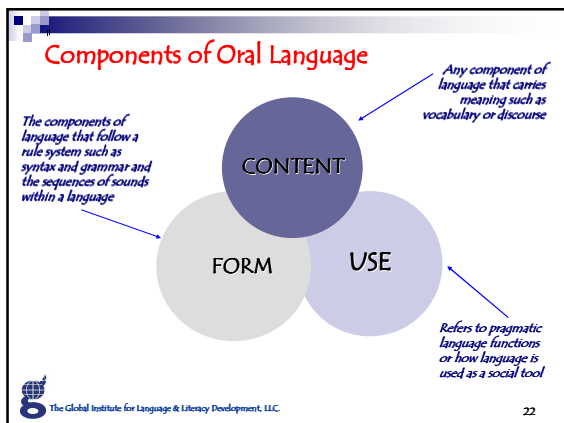
Components of Oral Language (cont'd)

◇ Are ELLs not progressing because they can't produce the sounds of English or can't remember the sequence of sounds within words?
◇ Are ELLs not progressing because they has difficulty with sentence structure?
◇ Are ELLs not progressing because they can't say or remember the vocabulary?
◇ Are ELLs not progressing because they doesn't understand multiple word meanings, or idioms?

Use Components of Oral Language for:

◇ Analytical development of instructional (lesson) plans
◇ Understanding what to assess with respect to English Language Proficiency

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Language Development and Language Acquisition: Turning Scientific Theory into Practice

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GILD's Levels of Language Knowledge Decision Tree*

Questions to determine the level of language the ELL knows:

1. Can the child say/write information? (Expressive)
2. Can the child point to word/picture if teacher says word? (Receptive)
3. Can the child sort target concept/vocabulary given examples of categories and pictures/words of items? (Inner)

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Demonstrating The Use of Levels of Language Knowledge

Use knowledge of levels of language to teach names of geometric shapes

Expressive –> names shapes
Receptive –> points to shapes
Inner –> sorts shapes

Lesson Objective: ELL is able to orally name shapes; and/or writes names with accurate or near accurate spelling

Geometric Shapes: Square, Triangle, Diamond, trapezoid, oval, pentagon, etc.

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Demonstrating Use of Components of Oral Language

Use the student profiles on the next few slides to demonstrate your understanding of the linguistic paradigm, *Form-Content-Use*.

For each child description provided, tell what type of language difficulty is apparent: a form, content or use difficulty.

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FORM, CONTENT, or USE?

I was so excited . . . . An ELL was finally assigned to my 11th grade chemistry class! In working with her the first couple of days, I noticed she was able to read much of the text, and able to understand most of the lessons I presented. However, as the week progressed, I realized that she often struggled in completing some of the work sheets, and also would have difficulty in responding to some of the open-ended questions after a lecture or explanation of a concept. I noticed during these times she relied heavily on her dictionary.

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How English Language Proficiency Levels Impact Instruction & Assessment

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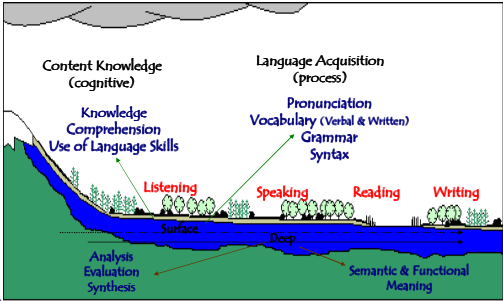## English Language Proficiency Levels

Content Knowledge (cognitive)

Language Acquisition (process)

Knowledge
Comprehension
Use of Language Skills

Pronunciation
Vocabulary (Verbal & Written)
Grammar
Syntax

Listening   Speaking   Reading   Writing

Surface

Deep

Analysis
Evaluation
Synthesis

Semantic & Functional Meaning

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Understanding Utah's ELP Levels…. Surface v. Deep

SURFACE

- *Listen* and *follow* at least two-step classroom directions. *[Grades 3 – 6; Intermediate]*
- *Follow* the sequences in verbal directions with limited teacher or peer support. *[Grades 3 – 6; Advanced]*

DEEP

- <u>Interpret</u> and <u>make inferences</u> from an academic text read orally (e.g., math, science, and language arts). *[Grades 3 – 6; Intermediate]*
- <u>Interpret, infer, and compare</u> similarities and differences in an academic text read orally (e.g., math, science, and language arts). *[Grades 3 – 6; Advanced]*

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Utah's English Language Proficiency Standards

Grades 3-6
Standard I: Listening – Comprehend and interpret the spoken language of others.
Objective 1: Identify specific purposes for listening and respond appropriately.

Expectations	P	E	I	A	F
1. Listen to others to gain information.	Recognize and match words to a picture.	Listen to and identify a pattern or description in a story.	Identify main idea in a word problem posed in math, science, or language arts (e.g., hypotheses, theory, or paragraph) from choices with extra support.	Make inferences from oral speeches and classroom lectures.	Make inferences from an academic (e.g., math, science, language arts) text or classroom discussion.

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English Language Proficiency Levels
(Sample Descriptors)

Language Domain	Continuum in Level of English Language Proficiency				
	LOW ← *(As Demonstrated by Student!)* → HIGH				
	Non-English Speaking [Key indicator for demonstration: *Hardly Ever*]	**Very Limited** [Key indicator for demonstration: *Rarely*]	**Somewhat Limited** [Key indicator for demonstration: *Sometimes*]	**Moderately Proficient** [Key indicator for demonstration: *Often*]	**Near English Proficient** [Key indicator for demonstration: *Consistently*]
	✔ THE STUDENT HARDLY EVER DEMONSTRATES ABILITY TO:	✔ THE STUDENT RARELY DEMONSTRATES ABILITY TO:	✔ THE STUDENT SOMETIMES DEMONSTRATES ABILITY TO:	✔ THE STUDENT OFTEN DEMONSTRATES ABILITY TO:	✔ THE STUDENT CONSISTENTLY DEMONSTRATES ABILITY TO:

Pre-Emergent   Emergent   Intermediate   Advanced   Fluent with Monitoring

Utah's Titles for English Language Proficiency Levels

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INSTRUCTIONAL MODIFICATIONS REFERENCE GUIDE …
How to Use ELP Levels to Modify Instruction

Continuum in Level of Instructional Modifications and Support

HIGH ← → LOW

(Based on Student's Demonstration Indicator)

Pre-Emergent	Emergent	Intermediate	Advanced	Fluent with Monitoring
Indicates the student needs **consistent and continuous** instructional modifications and support.	Indicates the student frequently needs instructional modifications and support.	Indicates the student sometimes needs instructional modifications and support.	Indicates the student rarely needs instructional modifications and support.	Indicates the student **hardly ever needs** instructional modifications and support.

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Language Development & Language Acquisition

LANGUAGE AQUISITION

Method of Determining Mastery

Definition of Language Development:

The scope of oral language development that includes linguistic skills in speaking, listening, reading and writing, combined with and aligned to the academic content areas in reading, math, science and social studies at grade level

LANGUAGE AQUISITION

Linguistic Modifications (Instructional Strategies) Type & Frequency

Proficiency levels indicate the "point" of access to content

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Developing a School-Wide Commitment to ELL Instruction

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HOW IT ALL FITS TOGETHER
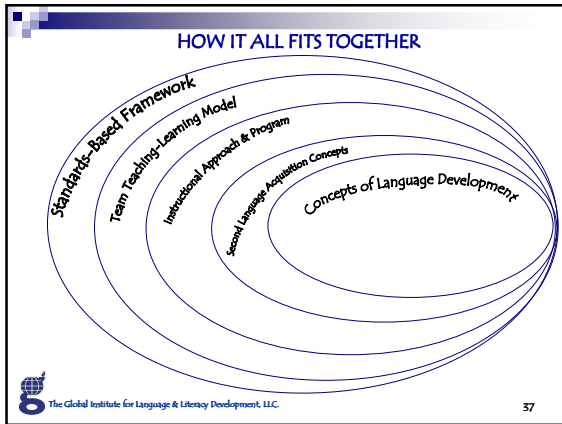
Standards-Based Framework

Team Teaching-Learning Model

Instructional Approach & Program

Second Language Acquisition Concepts

Concepts of Language Development

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Strategies to Link ELP Standards and Academic
Content Standards for Local Implementation

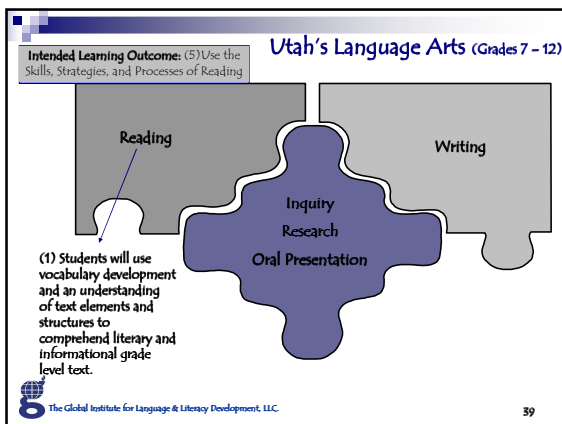The Global Institute for Language & Literacy Development, LLC.

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(1) Students will use
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Utah's ELP Standards (Grades 7 – 12)

Reading: Comprehend and interpret concepts from text

Writing: Compose and communicate ideas through writing

Speaking: Formulate ideas and communicate ideas effectively to others

Listening: Comprehend and interpret the spoken language of others

Aligning v. Linking

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L.A. Content Standards & ELP Standards (Grades K – 6)

Phonological & Phonemic Awareness
Writing
Comprehension
Vocabulary
Fluency
Phonics & Spelling
Concepts of Print
Oral Language

- Listening – Comprehend and interpret the spoken language of others.
- Speaking – Formulate and communicate ideas effectively to others.
- Reading – Comprehend and develop word knowledge and concepts from text.
- Writing – Compose and communicate ideas through writing.

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Linking Utah's L.A. Core Academic Standards to ELP Standards (Grades K – 6)

Language Arts Standard 1: Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

ELP Standards:
- **Listening –** Comprehend and interpret the spoken language of others.
- **Speaking –** Formulate and communicate ideas effectively to others.
- **Reading –** Comprehend and develop word knowledge and concepts from text.

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Alignment v. Linkage

Alignment refers to the degree to which there is a "direct" match between the description of language domain and skill level, and the description of content objective.

Linkage refers to the decree to which the description of language domain and skill level bear some relationship to the content objective.

Utah's Math Academic Content Standards
KINDERGARTEN

Standard 3: Students will understand basic geometry and measurement concepts as well as collect and organize data.
Objective 1: Identify and create simple geometric shapes and describe simple spatial relationships.
Indicators:
  a. Identify, name, describe, and draw circles, triangles, rectangles, and squares in various sizes and orientations.

How do you LINK the core academic standard to an ELP standard, benchmark or expectation

Indentify the "essential" broad body of knowledge all students should know and be able to do <u>AND</u> link (match) to skill level at which the ELL can access the core curriculum for any given language domain

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Linking ELP Standards and Academic Content Standards for Local Implementation
KINDERGARTEN

Content

Standard 3: Students will <u>understand</u> basic geometry and measurement <u>concepts</u> as well as collect and organize data.
Objective 1: <u>Identify and create</u> simple geometric shapes and <u>describe</u> simple spatial relationships.
Indicators:
  a. Identify, name, describe, and draw circles, triangles, rectangles, and squares in various sizes and orientations.

ELP

Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.
Objective (Benchmark) 1: <u>Use academic language</u> to express ideas coherently and clearly to peers, teachers, and others.
Expectation 1: <u>Use academic vocabulary to describe concepts</u> (e.g., observe, describe, compare, sort, classify) in content areas.

Backpack Activity – Strategies for Local Implementation

Pack!

Plan?

- Identify what steps have been taken to date to develop & implement local curriculum aligned to Utah's Academic Core Content Standards
- Discuss status of local implementation
- Identify gaps in integration of ELP standards linked to Academic Standards into classroom instruction

- Gap Analysis Results – District & School Level Data
- Previous Training – what do instructional personnel already know
- Training Needs – what do instructional personnel need to know
- Sample local curriculum – modify curriculum lessons from "Utah's Education Network" to demonstrate integration

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Group Sharing of "Backpack" Plans

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Identifying Next Steps & Future Training Needs

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Wrap-up

- Questions/Answers
- Review "Parking Lot "
- Review "KeyBoard"

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THANK YOU

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